

Kentucky Teacher

MAY 2002

Focus on Students

New education laws support state board goals

By Fran Salyers

Kentucky Department of Education

The Kentucky General Assembly passed fewer education-related bills this year than in the past, perhaps reflecting the state's bleak revenue situation.

Even though Kentucky schools will feel the effects of the state's budget woes, said Education Commissioner Gene Wilhoit, the new legislation shows the General Assembly's support for the Kentucky Board of Education's priorities: high student performance; high-quality teaching and leadership; and a safe, supportive environment in every school for every student.

SB 74 supports higher levels of student achievement by requiring each high school to make available to its students a core of Advanced Placement (AP), International Baccalaureate, dual enrollment or dual credit classes. The law calls for additional professional development opportunities for those who teach AP classes and creates the Kentucky Virtual Advanced Placement Academy to assist schools in meeting these requirements.

SB 168 increases support to districts and schools in the push to close the achievement gap between students in different groups based on race, gender, income, English proficiency or disability. It requires the state to develop more professional development programs aimed at this goal, and it sets clear roles for local school boards, superintendents and school councils, requiring them to set improvement targets for all groups of students and to direct resources to meeting the needs of these students when results aren't achieved.

In support of high-quality teaching and leadership, HB 402 seeks higher pay for teachers in K-

2002-04 Budget

At press time, the General Assembly had not passed a budget for the 2002-04 biennium.

12 public schools. The law includes these mandates:

- A pay increase for teachers that is at least equal to the cost-of-living adjustment provided to state government employees in the biennial budget (beginning with 2004-06);
- More money in state funding to cover the teacher pay increase;

- Flexibility for school districts to provide added compensation above the single salary schedule for certain purposes, including rewards for teachers who increase their skills, knowledge and instructional leadership. The law establishes a fund to provide grants to at least five school districts that will conduct pilot studies of differentiated compensation programs.

- A more flexible Teachers' Professional Growth Fund that permits participation by teachers of arts and humanities, practical living, vocational studies and foreign language. (The state established the fund two years ago to increase teacher professional development opportunities for middle-grades mathematics teachers.)

New legislation also seeks to solve the teacher shortage and improve faculty diversity by promoting Future Educator of America clubs, reviewing teacher and principal internship programs, permitting retired teachers to return to the teaching force full-time, and employing more minority teachers and administrators.

The new legislation will take effect July 15 unless otherwise noted. The following summaries spotlight laws that are likely to have an impact on the broadest number of educators and students. For the complete text of these and other education-related bills, visit the Legislative Research Commission's Web site at www.lrc.state.ky.us/record/02rs/record.htm.

Governance

Kentucky Board of Education and Department of Education

- **Advanced Placement Courses:** Requires the board to promulgate by Dec. 31, 2002, an administrative regulation establishing criteria for designating a course as advanced



Here's Looking at You!

Lee Hargis, MaLeah Trice and Amber Geman used binoculars to get a closer look at bluebirds that built their nests in an outdoor classroom at Jesse Stuart Elementary in Hopkins County. A small "nest cam" connected to a classroom monitor helped teacher Patricia Bush and her students study the birds without disturbing them. Some of the bird community's babies cooperated by hatching during the school day, when students could observe.

Photo by Rick McComb

Continued on Page 3

Commissioner's Comments

Kentucky may be 'ahead of the curve' on new federal law

By Gene Wilhoit
Commissioner of Education

Did you hear a collective "Here we go again" comment throughout Ken-

tucky schools on Jan. 8? On that day, President George W. Bush signed the federal No Child Left Behind Act. Many



Photo by Rick McComb

Talking in the Halls

Education Commissioner Gene Wilhoit pauses to hear what students McKayla Combs and Elizabeth Mischel have to say about what they are learning at Middle Fork Elementary in Magoffin County.

Kentucky educators, understandably, may have experienced some "Not more changes!" feelings. After all, Kentucky has devoted the past 12 years to improving public education. We've worked incredibly hard, and we've made phenomenal progress toward our goals.

Would this new federal law dismantle our achievements and put us back to square one?

My response to that question is a resounding "no." Kentucky is better prepared than most other states to meet the new federal mandates. In fact, we could almost think of the Kentucky Education Reform Act and the Commonwealth Accountability Testing System as prototypes for the No Child Left Behind Act. Do any of these new federal mandates sound familiar?

- High expectations for all students
- High performance standards for all students
- Annual testing tied to state standards
- Accountability at the state, district and school levels
- School "report cards" to parents on a regular basis
- All students performing at proficiency or beyond by 2014
- Awards for schools that exceed their goals
- Required scholastic audits, school improvement plans and state assistance for schools that fail to meet their goals

All of these elements – in some form – are already part of our public education system. While educators in some states must begin from that "square one" position, we are well-positioned for compliance.

The new federal law is not a carbon copy of Kentucky's laws, so we do have some work to do. As directed by the Kentucky Board of Education, the Department of Education is taking a comprehensive and focused approach, analyzing the new mandates and comparing them with our own system. Four factors guide our work:

1. Student learning – as always, the focus of everything we do;
2. State board priorities – high academic performance by all students, a strong and supportive environment in every school for every child, and high-quality teaching and administration;
3. Gains already made and a commitment to maintain and build on them;
4. The needs of teachers.

By the end of this month, Kentucky must submit a preliminary report to the federal government, stating our proposals for compliance with the No Child Left Behind Act. Other reports and plans will be due over the next several months. We have not yet received the specific information or regulations we need from the federal level, but we will refine our work as those things become available. Of course, we will be working closely with the national technical panel that has guided us well in the past, and with Kentucky educators and other stakeholders. I will keep you posted on progress toward our objective: to comply with the new federal mandates while protecting what we already have achieved.

I hope you'll review the main portions of the No Child Left Behind Act and see for yourself how compatible it is with what we already do. I also hope you will send me your ideas on how we can fit the new mandates and our programs together effectively.

I communicate with education leaders from other states almost daily. If you could hear what they tell me, you would have no doubt about Kentucky's position as a leader in public education. Many tell me they wish their states were as far along as Kentucky, that they had a framework as substantial as ours on which to build compliance with the No Child Left Behind Act. I am proud that states, districts and schools throughout the nation look to us for guidance as they focus on new national goals that mirror those we've had in place the past 12 years. I am proud of what you have accomplished on behalf of students.

✱

To comment to the commissioner on this topic, send e-mail to gwilhoit@kde.state.ky.us or phone (502) 564-3141.

To learn more about the No Child Left Behind Act (PL 107-110), consult these Web sites:

www.ed.gov/legislation/ESEA02/ (for text of the law)

www.ed.gov/nclb/execsumm.html (for executive summary)

www.ed.gov/nclb/ (for links to various programs and policies)

www.ed.gov/nclb/kentucky.html (for the U.S. Department of Education's report on what the law means to Kentucky)

www.NoChildLeftBehind.gov/ (for parent-focused information)

www.kentuckyschools.org

New education laws support state board goals

Continued from Page 1

placement. Requires the department to expand advanced placement teacher training institutes and require program participants to teach at least one AP course for the Kentucky Virtual High School or in a public school when assigned by the principal; develop the Kentucky Virtual Advanced Placement Academy; provide cost comparisons for KVHS courses and on-site courses, and provide information about funding sources for schools. (SB 74)

- **Dual Enrollment/Dual Credit Programs:** Requires the Council on Postsecondary Education to develop guidelines in conjunction with the Department of Education and the Education Professional Standards Board for content knowledge and teacher training in dual enrollment and dual credit programs offered in Kentucky. (SB 74)

- **Reducing Achievement Gaps:** Requires statewide professional development programs to address reducing achievement gaps. (SB 168)

- **Student Health Services:** Requires the Department of Education to provide, contract for services or identify resources for the improvement of student health services, including standardized protocols and guidelines for health procedures to be performed by a health professional and for school personnel consultation.

- **Textbooks and Instructional Materials:** Requires the department to give preferential procurement status to textbook and instructional materials from publishers who make their materials available in accessible formats for use by students with disabilities or who can verify that accessible-format material is available from or is in the process of being created by an authorized entity. (SB 243)

Education Professional Standards Board

- **Conditional One-Year Teacher Certificate:** Permits the EPSB to issue a conditional one-year certificate to a teacher who has not successfully completed the required assessments if the employing district and teacher preparation institution agree to provide

technical assistance and mentoring support to the new teacher. (SB 192)

- **Inquiry Authority:** Authorizes the executive director of the EPSB to have access to papers, books and records of education personnel and subpoena authority for witnesses as part of an inquiry or investigation relating to disciplinary actions against a certified employee. (SB 192)

Local Boards of Education and School Districts

- **Salary Notice:** Requires the district to notify each certified employee of his or her estimated salary at least 45 days (instead of July 1) before the first student attendance day of the succeeding school year. (HB 332)

- **Notice of Salary Reduction:** Requires notification of reduction of salary to certified employees at least 90 days (instead of May 15) before the first student attendance day. (HB 332)

- **Certified Employee Transfer/Deadline:** Requires districts to make transfers or change of appointments for certified employees at least 30 days (instead of July 15) before the first student attendance day except in specific circumstances. (HB 332)

- **KTRS Retirees Returning to Teach:** Limits the employment of full-time Kentucky Teachers' Retirement System retirees to no more than 4 percent of the full-time actively employed members in the school district. Requires the district to certify to KTRS that no qualified applicant is available prior to reemployment of a retiree. Permits members retired with 30 or more years of service, or who retired on or before June 30, 2002, to return to work at 75 percent of their last annual compensation measured on a daily rate and members retired after June 30, 2002, with less than 30 years of service to return to work at 65 percent of their last annual compensation measured on a daily rate. (HB 637)

- **KVHS - Credit and Grades:** Requires school districts to grant credit toward graduation for Kentucky Virtual High School classes and include the grades for these courses in the calculation of the grade point average. (SB 74)



Photo by Rick McComb

Radio Days

Principal Betty Stokes and student Jackson Peters follow the script as they prepare sound effects for the "Old Time Radio Show," produced by the Trunnell Elementary Community Scholars. In a project supported by a Kentucky Arts Council grant, 75 students at the Jefferson County school took part in a year-long study of Kentucky's music, art, history, geography and commerce. Professionals from the fields of drama, music and broadcasting helped the students produce a radio program about what they had learned. More than 200 people from the community were in the audience when students recorded the program, which is available on CD.

- **Student Health Services:** Requires health services be provided by a physician or a licensed nurse or a school employee who is delegated responsibility by a physician or nurse to perform the service after receiving

training and approval in writing. (HB 126)

- **Targets for Eliminating Achievement Gaps:** Requires each local board of education by Dec. 1, 2002, to adopt a policy for reviewing the academic

Continued on Page 4

New education laws support state board goals

Continued from Page 3

performance on the state assessments for various groups of students and to establish biennial targets for eliminating any achievement gaps. (SB 168)

- **Qualified Applicants Pending Certification:** Authorizes the superintendent to submit to the school-based decision making council names of qualified applicants who have pending certification based on recent completion of preparation requirements, out-of-state preparation or alternative routes to certification; requires applicants who are hired to prove certification prior to assuming duties. (HB 55)

- **Sick Leave to Care for Foster Children:** Includes foster children in the definition of “immediate family” for use of sick leave. (HB 56)

- **School closings for elections:** Permits school closing for primary elections. (HB 529)

School Employees

- **Teacher Notification of Refusal of Assignment:** Requires teachers who refuse assignment to notify the superintendent at least 30 days before the first student attendance day, as opposed to July 15. (HB 332)

- **Assault of school employees and volunteers:** Makes an assault upon a public or private elementary or secondary school employee or volunteer acting in the scope of the person’s duties a Class D felony. (SB 80)

- **Health Services/Protection from Liability:** Ensures that school employees assigned to administer health services to students will receive appropriate training and protects those employees from legal liability when they administer those services appropriately. (HB 126)

- **KTRS:** Requires that on or after July 1, 2002, new members of the retirement system who retire with less than 10 years of service shall be entitled to a retirement factor of 2 percent for each year of service; members with 10 or more years will be entitled to a retirement factor of 2.5 percent for each year of service; and the KTRS board may approve a retirement factor of 3 percent for each year of service in excess of 30 years for members who retire on or after July 1, 2004. (HB 637)

- **KTRS Coverage of Part-time and Substitute Teacher Services:** Includes persons who provide part-time and substitute services in positions traditionally covered by the Kentucky Teachers’ Retirement System (KTRS) as members so these persons will make contributions to the system and be eligible for benefits. (HB 637)

Curriculum

Instruction

- **Extended School Services:** Authorizes the Commissioner of Education to approve a district’s request for a waiver to provide extended school

services on a limited basis during the school day if it meets Kentucky Board of Education criteria. (HB 626)

- **Advanced Placement/Dual Enrollment/Dual Credit Courses:** Requires school-based decision making councils to offer a core of advanced placement, dual enrollment or dual credit courses that includes at least one course in four of the following six subject areas: English, science, mathematics, social studies, foreign language and the arts. (SB 74)

Assessment and Accountability

- **CATS Disaggregated Data and Equity Analysis:** Defines “achievement gap” and requires the Department of Education to provide to each school annual data on its students’ performance as shown on the statewide tests disaggregated by specific student groups and include an equity analysis. (SB 168)

- **Eliminating Achievement Gaps – Consequences:** Requires the school-based decision making council, or

the principal if there is no council, by Feb. 1, 2003, and each Feb. 1 in odd-numbered years thereafter, with the involvement of parents, faculty and staff, to set the school’s biennial targets for eliminating any achievement gap and submit those targets to the superintendent for consideration. Requires the superintendent and the school council to agree on the targets before they are submitted to the local board of education for adoption. The school council, or the principal, by April 1, 2003, and each April 1 in odd-numbered years thereafter, is to review the disaggregated data and revise the consolidated plan to include the biennial targets, strategies, activities and a time schedule calculated to eliminate any achievement gap among the various groups of students. The principal is to convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review. Requires the local board to determine if a school met its targets each biennium. The council is required to revise the consolidated plan in the areas of professional development and extended school services if the school does not meet its targets and submit the plan to the superintendent for approval. If a school fails to meet its targets two cycles in a row, the council must submit the plan to the commissioner of education for approval. (SB 168)

- **School Improvement Funds/Reducing Achievement Gaps:** Requires schools not meeting their goals under the statewide accountability system to use their Commonwealth School Improvement Funds to reduce any achievement gaps during the 2002-2004 biennium. (SB 168)

Students

- **Middle School Students:** Requires certain courses taken by students in grades 5-8 to count toward high school requirements when standards are met. (SB 74)

- **AP Credit for College:** Requires public postsecondary institutions to grant credit toward graduation to a student who scores at least “3” on a College Board Advanced Placement examination. (SB 74)

Finance

- **KVHS Costs:** Requires the district to pay costs associated with Kentucky Virtual High School courses taken as part of the regular school day coursework. (SB 74)

- **Federal Employee Retirement/Employer Match and Overmatch:** Requires employers of federal employees to pay the full employer match for retirement (KTRS) with an overmatch of 2.45 percent for the 2002-2004 biennium. (HB 637)

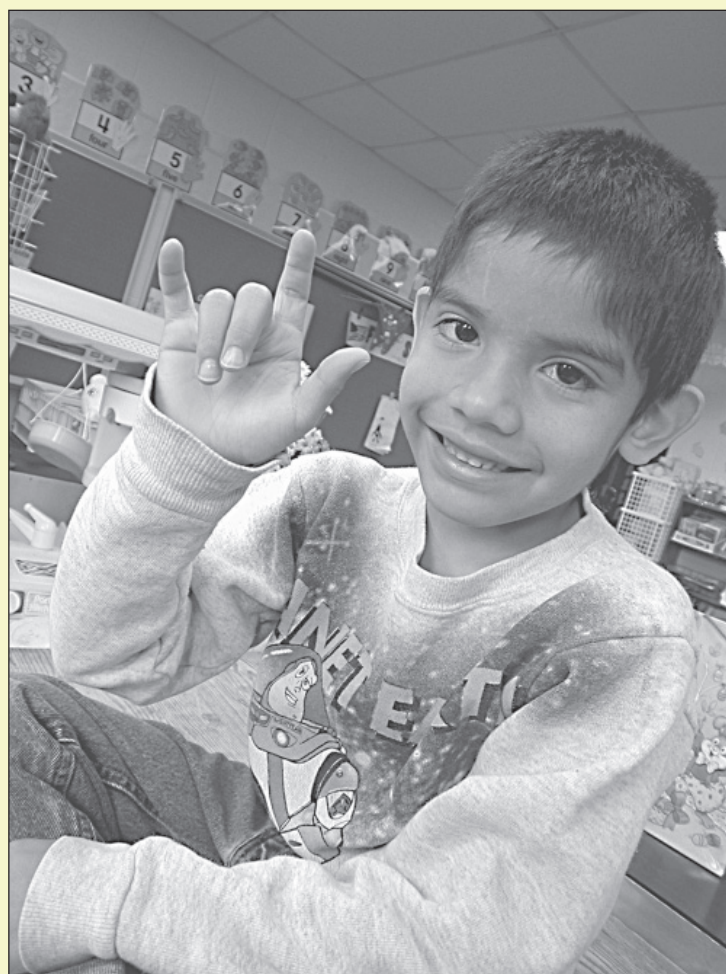


Photo by Rick McComb

David Gonzalez, a primary student at the Kentucky School for the Deaf in Danville, demonstrates how to say “I love you” in American Sign Language. David and his classmates have set up a mini-society to learn about economics and government. For details, see Page 10.

Kentucky's Class of 2014

A Strong Start in Practical Living and Vocational Studies



Photo by Rick McComb

Deanna York sings a song with a “responsibility” message to entry-level primary students in teacher Debbie Rush’s classroom at Tompkinsville Elementary. York works part-time supporting Practical Living/Vocational Studies instruction at the Monroe County school. Kentucky’s practical living curriculum helps students become healthy, responsible adults who contribute to their communities. Vocational Studies instruction makes them aware of life’s education and career options.

Early in the process of reforming public education, Kentucky citizens determined what high school graduates would need to know and be able to do to be self-sufficient, productive, successful adults. The list of expectations included skills that students would need to apply knowledge in practical and effective ways throughout life.

Those application skills come under the heading of Practical Living/Vocational Studies. Kentucky’s Practical Living curriculum helps students grow into physically and emotionally healthy adults who contribute to their communities. Vocational Studies offer a general look at life’s unlimited postsecondary education and career options.

Educators in Monroe County’s Tompkinsville Elementary School consider Practical Living/Vocational Studies so important to their students’ success that they have two teachers – Danetta Wilson and Tracey Travis – concentrating in this content area with students in grades 4 and 5. Another teacher, Deanna York, does the same on a part-time basis with primary students.

On a recent spring day, York and kindergarten teacher Debbie Rush were working with their young students – potential members of Kentucky’s graduating class of 2014 – on an important life skill: responsibility. This year’s lessons build a foundation for work habits these students will need to succeed throughout their school years and careers.

Here are examples of how Kentucky schools build on these early lessons:

Grade 5 – Students will learn that personal responsibility and good work habits such as good attendance, honesty, dependability, punctuality, courtesy, cooperation and the completion of job responsibilities are important at home, school and work.

Grade 8 – Students will learn that opportunities for individual success are

enhanced by identifying weak or negative work habits and making changes for improvement and that habits and work ethics such as cooperation, respect, time management and team/individual responsibilities can have an impact on the success of a group.

Grade 10 – Students will learn that employers look for employees who have positive work habits and a good work ethic that includes positive attitude, initiative, punctuality and effective communication skills. Lessons will reinforce that work habits/ethics can have an impact on the success of a group.



The entire “Kentucky’s Class of 2014” series is available online in issues

of *Kentucky Teacher* published during the 2001-02 school year. View them at www.kentuckyschools.org/kentuckyteacher.

For more about what entry-level primary students learned this year, refer to “Program of Studies for Kentucky Schools” and “Core Content for Assessment.” The documents are available free of charge online. Go to the Kentucky Department of Education’s Web site (www.kentuckyschools.org) and select those titles from the drop-down menu. The documents are also available for purchase from the “Curriculum” section of the KDE Bookstore. Select “Bookstore” on the department’s Web site or contact Windy Newton at (502) 564-3421 or wnewton@kde.state.ky.us.

What does technology have to do with higher-order thinking?

Research and evaluation show that technology can enable the development of higher-order thinking skills . . .

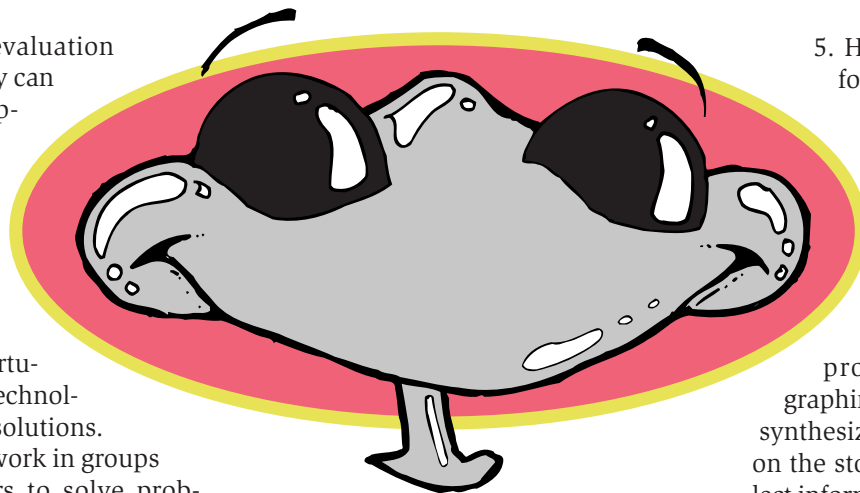
- when students are taught to apply the process of problem solving and then have opportunities to apply technology to develop solutions.
- when students work in groups using computers to solve problems.
- when students use technology presentation and communication tools to present, publish and share results of projects.

Classroom teaching strategies have had to change because students' needs have changed. An effective teacher now talks less but does more to guide students as they work on projects. According to research reports, the following teacher behaviors promote cognitive development:

- Requiring justification for ideas and probing for reasoning strategies;
- Confronting students with alternatives and thought-provoking questions;
- Asking open-ended questions (see <http://members.aol.com/MattT10574/HigherOrderLiteracy.htm>);
- Requiring students to be accountable for class discussion;
- Serving as a master of apprentices rather than a teacher of students;
- Using Socratic discussion techniques.

Classroom environments that support higher-order thinking have the following characteristics:

- Reflections of real-life situations and contexts;
- Collaboration among teachers, disciplines, students;



- Encouragement of curiosity, exploration, and investigation;
- Responsibility for learning vested in the learner;
 - Failure viewed as a learning opportunity;
 - Acknowledgement of effort, not just performance.

Strategies

Here are some strategies for creating technology-based, authentic learning experiences for students.

1. Work with students to identify meaningful projects within the curriculum framework. Help them focus on large concepts, and guide them toward determining appropriate outcomes.
2. Encourage and accept student autonomy and initiative. Students are motivated by taking responsibility for their own learning and by constructing knowledge based on their own ideas.
3. Have students work with raw data and primary sources along with manipulative, interactive and physical materials. Learning becomes more meaningful to students as they make connections while gathering and analyzing information and drawing conclusions.
4. Once a task is chosen and students determine what resources they need, encourage contact with the larger community by letter, phone, fax and the Internet.

5. Have students use technology for data collection, information management, problem solving, decision making, communication and presentations. For example, science students performing hands-on investigations can use technology-based tools such as database-search programs, spreadsheets and graphing software to integrate and synthesize information. For a project on the stock market, students can collect information from an on-line service and use a database to organize it. E-mail enables students to collaborate with peers in other locations as they write and assemble pieces for a multimedia presentation.

6. Be alert for opportunities to introduce experiences that might contradict initial hypotheses. Students learn as they resolve discrepancies. Move toward high-order thinking skills by guiding students to technology-based tools to classify, analyze, predict or create.

Many computer software products and Web pages – from multimedia and online encyclopedias to spreadsheets, graphing software and presentation software – are appropriate for student use. When these types of technology are effectively embedded within a lesson, technology becomes an effective means for teaching the curriculum.



"New to the 'Net" started in the August 2000 issue of *Kentucky Teacher*. The series is online at www.kentuckyschools.org/newt of from *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; kyteacher@kde.state.ky.us.

Susan Lancaster of the Department of Education's Division of School Instructional Technology is the mentor for

this year's "New to the 'Net" series. E-mail your questions, comments and ideas to her at slancast@kde.state.ky.us (or through the KETS global list), or phone her at (502) 564-7168, extension 4542.

Resources on This Topic

Using a Technology-Enriched Environment to Improve Higher-Order Thinking Skills – www.iste.org/jrte/34/2/abstracts/hopson.html

Applied Research in Education Technology – <http://caret.iste.org/index.cfm?fuseaction=answers&QuestionID=2>

Learning With Technology Profile Tool – Compare current instructional practices with a set of indicators for engaged learning and high-performance technology use. www.tcet.unt.edu/research/online/nrtec.htm

Kentucky Technology Impact Review – www.kentuckyschools.org/oet/customer/evaluation.asp

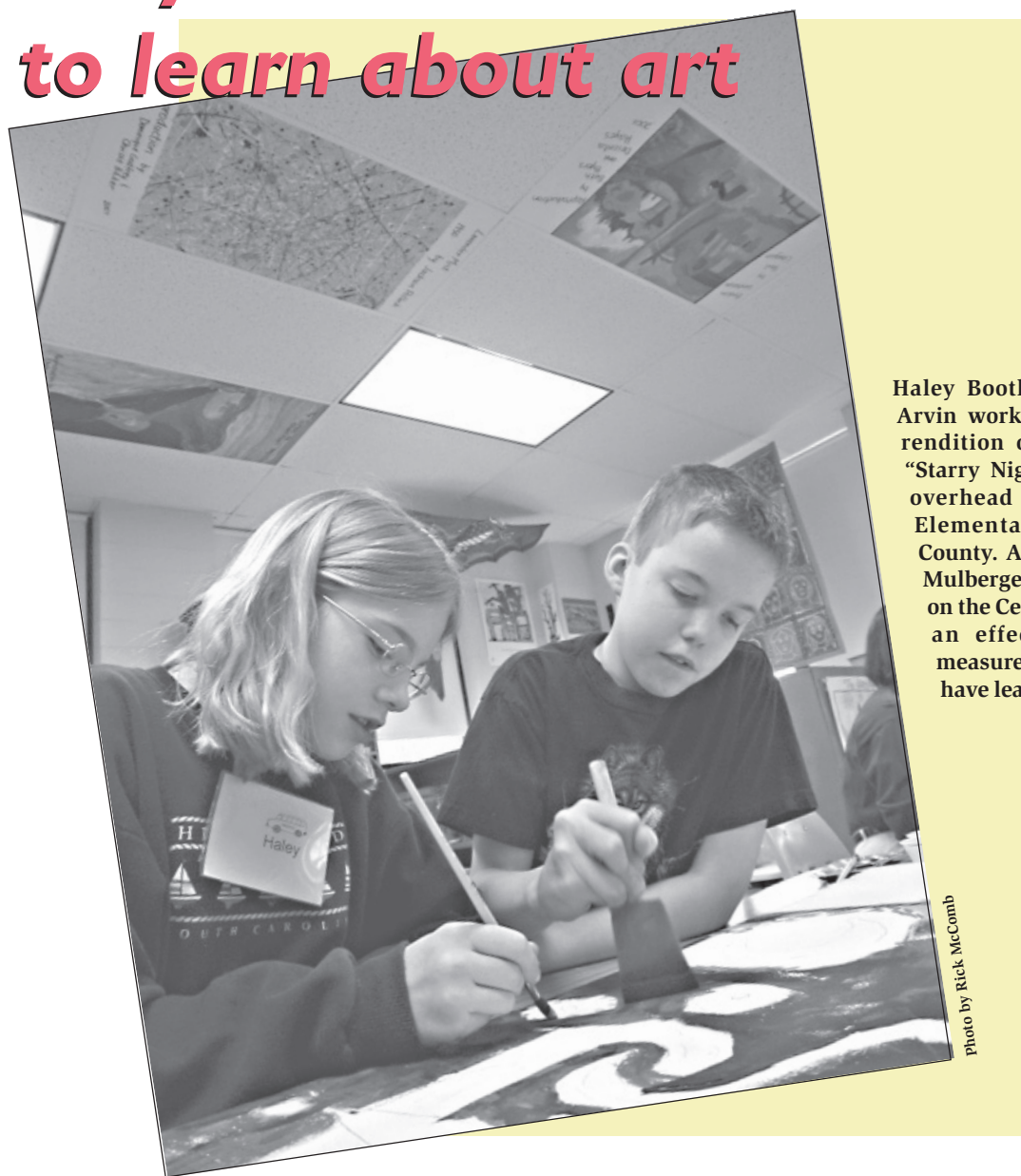
Technology in Math – www.edweek.org/sreports/tc98/ets/ets-n.htm

Using Technology to Enhance Higher-Order Thinking Skills – www.fcps.k12.va.us/DIS/OMSI/thinking.htm

Creating Student-Centered Problems-Based Classrooms – <http://fno.org/PL/powerlearn.htm>



Clays Mill students look up to learn about art



Haley Booth and Jeremy Arvin work on their own rendition of van Gogh's "Starry Night" to display overhead at Clays Mill Elementary in Fayette County. Art teacher Kim Mulberger says the "Art on the Ceiling" project is an effective way to measure what students have learned about art.

Photo by Rick McComb

By Faun S. Fishback
Kentucky Department of Education

Teachers at Clays Mill Elementary don't seem to mind when they catch students staring at the ceiling. What might be an indication of inattention in other classrooms is viewed as a learning opportunity at this Fayette County school.

That's because when students look up, they'll most likely be looking at paintings in the style of Monet, Matisse, van Gogh and other artists. The paintings – produced by students on ceiling tiles and sprinkled among blank tiles in hallways, classrooms, the library, even the principal's office – offer instructional moments in the visual arts.

The art project has become a right of passage for 5th-graders at Clays Mill. The students leave their art

at the school for future classes to study and enjoy. However, says art specialist Kim Mulberger, the project has more significance as an indication of what students have learned about art.

"They build up to it," she explained. "Students learn a little each year about the elements and principles of art. They've used artist's tools before in other projects. This is a great cooperative project where students can have fun and apply what they've learned."

Mulberger began the ceiling tile project four years ago as a culminating activity for 5th-graders. Students participate in Mulberger's art classes every year. The Clays Mill art curriculum builds layers of visual art knowledge and enables students to use critical thinking skills to analyze and critique art as well as to create it, she said.

Mulberger adds new activities and concepts to

the visual arts curriculum each year to prepare students for the arts and humanities portion of the Kentucky Core Content Tests. The process seems to be working: Last year, Clays Mill 5th-graders posted Fayette County's second-highest index score on the arts and humanities test at 70.15 points and ranked well above the district average of 49.18 points.

"Students benefit from authentic art experiences and lots of variety," Mulberger says. "If they have lots of different experiences, they'll find something with which they're successful."

Clays Mill students begin building their foundation in art during kindergarten. Mulberger has students look at Edward Hicks' "Peaceable Kingdom," Vincent van Gogh's "Starry Night" and other works and describe what they see. Students talk about lines, colors, shapes and textures.

Each year, students learn more about different art media and about artists and their work. Students create with fabric, paint, clay, papier mâché and crayons. They use brushes, sponges, pens and markers. They create their own work. They recreate famous works.

A visit to Mulberger's class when 5th-graders are working on the ceiling tiles gives a good indication of how interested and involved students get in the project. The students work cooperatively to blend colors. They experiment with tools – brushes, sponges, fingers – to get the right texture or movement to their piece. Those who have been in Mulberger's class for several years aren't afraid to tackle this project, said student Caitlin Nichols, whose group was recreating Edward Hopper's "Railroad Sunset."

Fifth-grader Elizabeth Hollingsworth explained why her group chose to reproduce a painting by Paul Klee that already had been recreated on a tile in Mulberger's classroom. "The painting attracted us," she said as she dabbed a sponge filled with brownish-pink paint across the ceiling tile. "The other students didn't blend their colors very good. They didn't have the right texture. It was a challenge to us to do it better."

Besides recreating a famous painting, the 5th-graders research the artist and the artist's body of work. They prepare a PowerPoint presentation for the class. Mulberger collaborates with library media specialist Martha Deener and building technology coordinator Debbie Baker for this part of the culminating project.

In addition to making and displaying their artwork, students get the "total artist experience" of seeing their pieces sell at Clays Mill's annual art show and auction. Each spring, students can submit a piece of their artwork for the event. Money raised supports the school's art club. One half of the proceeds go to a community charity, Mulberger said.

Proud parents, guardians, grandparents and friends bought more than 225 pieces at this spring's auction to raise \$1,700.

For more information about Clays Mill art projects, contact Kim Mulberger at (859) 381-3355 or kmulber@fayette.k12.ky.us.

Writing in Kentucky

A renowned researcher and authority on the teaching of composition calls Kentucky's writing assessments 'the best in the country'

By George Hillocks Jr.
University of Chicago

The Kentucky portfolio assessment of writing is an exemplary assessment by many criteria. First, it establishes a rich and varied array of writing for students to learn. Second, it requires relatively high standards for writing that are exemplified in the sample portfolios provided in the state's "Writing Portfolio Development, Teachers' Handbooks" (1999). Third, the nature of the assessment provides students adequate time to develop the ideas necessary for their writing. These characteristics promote authentic writing, rather than the formulaic junk that we see being lauded in Texas and Illinois.

With funding from the Spencer Foundation, I have had the opportunity over several years to study the writing assessments of five states in considerable detail. My assistants and I interviewed at least 80 teachers and administrators in each state; examined state, local and commercial materials related to the assessments; and examined the writing assessments produced by the other 43 states that have them. The chief finding of this study ("The Testing Trap: How State Writing Assessments Control Learning," April 2002, Teachers College Press) is that the writing assessment drives instruction in the state. It stipulates the kinds of writing that should be taught; it sets the standards for what counts as good writing; and it sets the conditions under which students must demonstrate their proficiency.

Most assessments in the country are comparable to those in Texas and Illinois. In such states, the assessment sets a limited number of types of writing to be tested by the state, usually precluding a vast array of writing. For example, the 1994 Illinois guide to the writing assessment "Write On, Illinois!" claims

that the Illinois assessment represents the "universe of writing" but limits the writing to personal narrative, expository and persuasive writing, thereby eliminating many kinds of writing. Contrast the many different kinds of writing encouraged in Kentucky. In Texas, the assessment began with a theory that writing involves four purposes and four forms of writing. Texas presents these four purposes and forms to produce a matrix of 16 general types of writing. For example, one purpose is to inform, and one of the forms is narrative, thus producing informative narrative. Rather than use all 16 of the theoretically possible categories and the multitude of sub-categories within each, the test makers select four or five categories and essentially one sub-category within each. For example, the category of informative narrative is used for testing in grades 4 and 8. That category might include biography; history; human-interest stories; detailed accounts of ceremonies, events and classroom processes; and so forth. Texas, however, concentrates on what Texas teachers call the "how to," a piece of writing in which students must explain how to make or do something, usually how to make something such as a peanut butter and jelly sandwich, a bird house or a present for parents. The result is that all 4th- and 8th-graders study the "how to make something" essay form, but other kinds of writing in the category are ignored.

Most states say something in their standards about the quality of writing sought. Generally, the impression is that the state seeks high-quality writing. However, one must examine the criteria for judging the writing and the exemplary benchmark papers that illustrate the criteria. When we look at



Photo by Rick McComb

Budding Writer-Illustrator

Tompkinsville Elementary student Tristan Arnett adds art to a letter he has written to a classmate who moved away. Kentucky students get an early start on writing for authentic purposes.

“I believe that the difference in Kentucky lies in the nature of the assessment, the training afforded the teachers, and the guidelines set by the state. Kentucky has more open criteria for good writing, more teacher education through the eight Writing Project sites, strong guides to the teaching of writing in its various state and local handbooks, and an assessment that permits development of writing in a serious way.”


From George Hillocks, “The Testing Trap,” (New York: Teachers College Press, ©2002 by Teachers College, Columbia University), Page 194. Reprinted by permission of the publisher. All rights reserved.

the criteria and benchmark papers in Illinois and Texas, we find that the quality is much lower than the standards would have us believe.

In Texas, students in grades 4, 8 and 10 are responsible for persuasive writing. This test consists of a prompt announcing an issue and requiring that each student take a position and write an essay in support of it. The sample issues in scoring guides question whether Texans should conserve water, whether the lyrics of popular songs should be censored, whether the state should require teens to do a year of community service following graduation from high school, and so forth.

To write a thoughtful, persuasive piece on any of these issues would require considerable knowledge about the subject at hand. In the case of water conservation, for example, one would have to know about the dimensions of the water shortage problem and who consumes how much of the water (farmers, industry, individuals) in order to decide on a position, let alone defend it. However, officials of the testing program have told me that they cannot hold students responsible for the content of the writing. Accordingly, criteria and benchmarks do not require high-quality persuasive writing. Even though Texas students at all grade levels have the full day to respond to the prompt, if they do not have the specific information, they will not be able to write more than a superficial statement based on their unsupported feelings and opinions.

Further, the combination of criteria, benchmark papers that illustrate the criteria and the conditions for testing appear to lead teachers to focus on formulaic writing to get through the



Writing a Friendly Letter
Kendra Hale, a primary student at Tompkinsville Elementary in Monroe County, writes a letter to a classmate who moved away. A nationally respected researcher calls Kentucky's writing assessment “the best in the country.”

Photo by Rick McComb

tests successfully. In Illinois over 70 percent and in Texas over 50 percent of teachers interviewed focused on the five-paragraph theme and on filling in the

body paragraphs with what my Scottish grandmother called blether — unsupported reasons and opinions. In contrast, in Kentucky only 6 percent of teachers said they used the five-

paragraph theme. In the 1994 Illinois scoring guide, all first-rate papers are five-paragraph themes. In Kentucky, the benchmark papers at the highest levels are not five-paragraphs themes. Many of the position papers in the manuals include detailed evidence in support of contentions.

While Kentucky also has an on-demand component to its writing assessment, I have to conclude that the combination of the criteria, benchmark papers, and the conditions provided by the use of the portfolio assessment make the Kentucky writing assessment the best in the country. There is no other like it.

✱

George Hillocks is a professor in the University of Chicago's Department of English Language and Literature and author of more than 40 articles and five books. He was the Thomas R. Watson Visiting Distinguished Professor for 1999-2000 at the University of Louisville.

His newest book, “The Testing Trap: How State Writing Assessments Control Learning” (ISBN: 0807742295) is available for purchase from the publisher, Teachers College Press, at <http://store.tcpress.com/0807742295.shtml> and from other booksellers.

To learn more about Hillocks' work on writing instruction and assessment, enter “George Hillocks” in any Internet search engine or begin at these sites:

www.louisville.edu/provost/wroffice/new5-4hillocks.html

www.louisville.edu/provost/wroffice/new4-3scott.html

www.edweek.org/ew/newstory.cfm?slug=15write.h21

www.courier-journal.com/localnews/2002/02/01/ke020102s148277.htm

www.nsd.org/library/results/res12-99schm.html

'Friend Town' mini-society boosts students' learning of economics and government

By Joy Barr
Kentucky Department of Education

Students at Walker Hall Elementary don't have to go into town to see business and government in action or to use the basic economics skills they're learning. They have their own town right at school!

The students at Walker Hall, part of the Kentucky School for the Deaf in Boyle County, set up a mini-society where they are the "business people" who sell items or services and the "customers" who buy. Their community, called Friend Town, is a schoolwide effort to help all primary students learn about economics, government and work skills.

"Students learn business-savvy skills through the program," said elementary supervisor Debbie Martin through an American Sign Language interpreter. "It is a blend of basic economic concepts with essential business skills to promote innovative thinking and learning."

In the mini-society, students acquire concepts and skills in multiple subject areas, learn about setting goals, and develop and experience real-world business skills. To launch the program, counselor Barb Snapp obtained a grant through the Boyle County Cooperative Extension 4-H Program and attended a three-day training sponsored by the Kauffman Center for Entrepreneurial Leadership, the grant sponsor.

"This is just one of the many exciting projects our elementary department has developed this year," said Vivian Link, the assistant superintendent of the Kentucky School for the Deaf. "The mini-society approach to instruction is invaluable because the students are learning by doing. The mini-society helps our students understand economic principles and allows them to make economic decisions that have consequences in daily living. This connecting of learning to real-life applications is wonderful."

Link said the experience-based approach supports learning in consumer issues, entrepreneurship, government and economics

– all areas that are covered in the state's core content for social studies.

"In addition to improving literacy and math skills, students take on active roles as they experience personal involvement in a living society that they have worked together to build," Link said. "Fridays in Walker Hall have become special days, with Business Days, Market Days and Town Meetings being a highlight of the week."

Each Friday, students hold town meetings and discuss agenda issues the students and staff bring to the society – issues such as the election of a mayor and the consequences of importing goods. Snapp helps the students learn and put into practice basic economic and government concepts. They discuss what the concepts mean and how those concepts apply to their town. One of the first concepts they explored was "scarcity," the lack of enough of a resource for people to have all they want. The students learned

how scarcity and supply/demand principles affect businesses.

Throughout the school week, students earn "Friend Bucks" by completing their homework, attending school regularly and behaving politely at lunchtime. Teachers award the "bucks," and students spend them on Market Days and during Auction Days.

After students hold their weekly town meeting, they open their businesses for Market Days. They use their "Friend Bucks" to shop for student-made products sold by student-run businesses. At a recent Market Day, items for sale included flags, face painting, necklaces, cookies, candles, magnets, pins, bookmarks, picture frames, clay critters, bags, memory books and pencils.

Ivan Gonzalez, a 4th-grader, made candles to sell. In the process, he learned some new math skills. "Making change was hard," Ivan signed. "I had to make sure I added and subtracted correctly." He learned about profit margins, too. "Making the candles took lots of time, so they cost more than some of the other items," he reasoned.

Another student, third-grader C.J. Hawkins, got first-hand experience with "added value" and how an item might be enhanced to sell at a higher price. On a Market Day in March, C.J. was selling sachets he had made with three components: fabric-softening dryer sheets, eucalyptus pieces and ribbon trim. "The plain dryer sheet did not sell well as a sachet," he signed, "so I added the dried plant and ribbon. I sold all of them."

For more information about Friend Town, contact Debbie Martin, Barb Snapp or Vivian Link by phone at (859) 239-7017 (voice or TTY) or by e-mail through the KETS global list. Photos and details are posted on the school's Web site at www.ksd.k12.ky.us. For more information about the mini-society concept, visit www.minisociety.org.



On a recent Market Day in Friend Town, a Kentucky School for the Deaf mini-society for learning about economics and government, Kasey Stallings was selling a service: face painting. Her customer, Tyler Epley, paid for the service using some of the "Friend Bucks" he had earned by completing assignments and behaving appropriately.

Photo by Rick McComb

Some Wayne County High grads add high-tech credentials to their diplomas

By Linda Jones
Public Relations Director
Wayne County Schools

A diploma is not the only document of achievement that some Wayne County High School seniors receive at the close of their senior year. Some receive certification that qualifies them to manage about 70 percent of the computer networks in the world.

The Cisco Networking Academy Program, offered through Cisco Systems, has been available at Wayne County High for four years. School officials said that their high school was among the first in the state to include the networking academy. Several Wayne County Cisco graduates are already working part time in high-tech jobs and preparing for the next level of certification while they are still in postsecondary education programs.

Cisco Systems, promoted as the world leader in networking for the Internet, founded the academies at high schools, community colleges and technical schools throughout the nation to teach students to design, build and maintain computer networks. Students who complete a four-semester computer networking course at the high school level and pass an exam receive Cisco Certified Networking Associate (CCNA) certification.

Wayne County High computer instructor Doug Smith was among the first in Kentucky certified to teach the Cisco curriculum, and students at Wayne County High were the first in Kentucky to complete all four semesters of the Cisco Academy Program and pass the CCNA exam.

"We are very proud of what these young people have accomplished," said Smith.

Wayne County Superintendent John Dalton is especially proud to see students reach this stage in the complex computer networking and maintenance program. Having a computer technology background himself, Dalton had the vision to obtain the specialized

program for the local high school after learning about it through the Kentucky Center for Rural Development.

The popularity of the Cisco Networking Academy has grown. Consultants at the state Department of Education report well over 100 CCNA local high school and regional postsecondary academies in the state. That number includes 48 new sites that will begin serving students in fall 2002.

Through a partnership between Cisco and the Kentucky Community and Technical College System, Cisco provides the curriculum and some of the equipment to create the regional academies at community colleges or technical schools. Cisco provided approximately \$50,000 worth of networking equipment to Wayne County High.

To complete the program at the high school level, students take Internet-based courses in the Cisco curriculum. Tools for learning the step-by-step computerized process include two full labs consisting of five routers, two switches, four hubs, patch panels and other essential networking components that challenge students to sharpen their networking skills with active hands-on participation in building networks.



Photo by Rick McComb

Student LaDonna Sexton checks technology connections at Wayne County High School. The school's four-semester Cisco Networking Academy Program qualifies graduates for high-paying jobs and prepares them for postsecondary study toward higher levels of certification.

Students who complete the four semesters are prepared for the Cisco certification program at the postsecondary level. Many move on to regional postsecondary Cisco academies to earn second-level CCNP (Cisco Certified Networking Professional) and third-level CCIE (Cisco Certified Internetworking Expert) certifications.

"You can name your own salary at the third level," noted Smith.

Students recognize and appreciate the opportunities available through the academy. Wayne County senior R.G. Davis, who serves as the school district's webmaster, is close to completing the fourth semester of the course. "The Cisco class is a very

different class, compared to other courses offered at our high school," Davis said. "We're creating our own network within the classroom. To see these computers operate together as a network gives us a real feeling of accomplishment."

"It's a great class," agreed senior Byron Sims. "I want to run my own company setting up computer networks someday. This class helped me get a perspective on what my career is going to be like."

Smith hopes to offer the class next fall as a college course within the high school. The neighboring community college is making plans with the high school so students can earn college credits for the course.

✱

The Cisco Academy Program is part of the Information Technology section of Kentucky's Career and Technical Education program area. "IT" is the newest of Kentucky's 14 career clusters. Students enrolled in "IT" may pursue four career majors: computer maintenance and support services, networking, programming, and Web design. For more information on IT in Kentucky's high schools, contact Curt Lucas or Henry Lacy in the Division of Career and Technical Education at (502) 564-3472 or through the KETS global e-mail list. Direct addresses are clucas@kde.state.ky.us and hlacy@kde.state.ky.us.

For more information about Wayne County's Cisco program, contact instructor Doug Smith at (606) 348-5575 or dsmith@wayne.k12.ky.us; or the district superintendent, John Dalton, at (606) 348-8484 or jdalton@wayne.k12.ky.us.

Cisco Systems provides information about the Cisco Networking Academy Program at www.cisco.com/warp/public/779/edu/academy/ on the Internet.

Deadline extended

Still time to apply for Teacher of the Year

The Kentucky Department of Education and Ashland Inc. have extended the 2003 Kentucky Teacher of the Year application deadline until June 30 so teachers unfamiliar with the new self-nomination process can participate.

Education Commissioner Gene Wilhoit announced the extension in an e-mail message to all Kentucky public school teachers on April 22. Any classroom teacher in the state with three years of experience may apply.

Twenty-four candidates – an elementary, middle and high school teacher from each of the department's eight regional service areas – will receive Ashland Inc. Teacher Achievement Awards of \$500. From those 24 candidates, nine semifinalists (three from each general level) with the highest scores will receive classroom visits by a panel of judges. Based on these visits, the elementary, middle and high school teachers of the year will be selected.

These three winners will participate

in personal interviews, culminating in the selection of the 2003 Kentucky Teacher of the Year. This teacher will receive the Ashland Inc. Teacher Achievement Award of \$10,000 plus a professional development/sabbatical opportunity sponsored by the Kentucky Department of Education. The 2003 Kentucky Teacher of the Year will compete in the National Teacher of the Year competition.

The two finalists will receive Ashland Inc. Teacher Achievement Awards of \$2,500. All 24 teachers will be honored at a luncheon.

To review the application, visit the Internet at www.kentuckyschools.org (select "Awards and Recognition" in the drop-down menu). Teachers may print the application from the Internet or photocopy the form mailed in January to each public school principal and district superintendent.

For program details or assistance, contact Donna Melton at (502) 564-3421 or dmelton@kde.state.ky.us.

Video covers civil rights movement in Kentucky

The Oral History Commission of the Kentucky Historical Society, with support from KET, has produced "Living the Story," a new video with eight segments, each focused on a specific aspect of the civil rights movement in Kentucky. Topics include life in a segregated society, education, public accommodations, housing and other issues.

The Kentucky Department of Education, teachers and video project staff have collaborated to develop lesson plans for various grade levels. These plans are available at www.ket/civilrights.org.

Each Kentucky public high school library media center has received a copy of the video. Additional copies are available for purchase. The cost to schools and public libraries is \$12 plus \$3 shipping and handling per video. The cost to other organizations is \$15 plus \$3 shipping and handling per video. Add 6 percent state sales tax unless providing a tax-exempt number.

To order the video, contact Carrie Dowdy, community history resource manager for the Kentucky Historical Society, at (502) 564-1792, extension 4402; toll free at (877) 444-7867, extension 4402; or by e-mail at carrie.dowdy@mail.state.ky.us.



Photo by Rick McComb

Dance Lesson

Dancer Emily Pugh looks on as Lexington Ballet School Director Lucia Montero and dancer Ryan Homsey demonstrate dance positions for students at Franklin County High School.

Reminder:

NBPTS seeks scorers

The National Board for Professional Teaching Standards (NBPTS) is recruiting teachers to assess the portfolio and assessment center exercises of educators seeking the board certification. Teachers selected to participate in June in Louisville will receive training and an honorarium of \$125 per day plus a \$300 fee waiver if they apply for national board certification in 2002-03.

The board has openings for scorers in the following categories. The tentative dates are June 10 – 28.

- Middle Childhood/Generalist
- Adolescence through Young

Adulthood/English Language Arts

- Adolescence through Young

Adulthood/Social Studies-History

Scoring sessions will begin at 8:30 a.m. and end at 5 p.m. Monday through Friday; Saturday scoring may be required. NBPTS will provide lunch but not reimbursement for travel or lodging expenses.

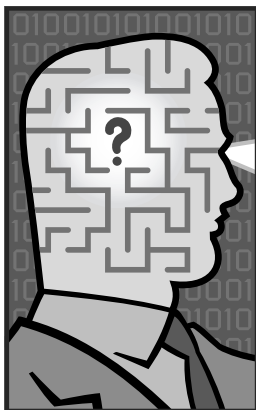
For qualification and application information, phone 1-800-22TEACH or visit the board's Web site at www.nbpts.org (click on "I want," then "to be an assessor").

Sousa to present 'How the Brain Learns'

Internationally recognized education author and consultant David Sousa will be in Kentucky Aug. 8 to present "How the Brain Learns: New Insights Into Teaching and Learning," a workshop hosted by the Learning Disabilities Association of Kentucky.

Sousa will review new research and explore practical applications. His agenda will cover several topics, including the brain's "windows of opportunity," students' changing sensory preferences, the power of emotion in learning and retention, effects of emotions on learning, how body rhythms affect teaching and learning, and new insights into learning disorders.

The workshop will begin at 8 a.m.



and end at 3:30 p.m. at the Kentucky International Convention Center in downtown Louisville. The preregistration fee of \$30 (\$25 per person in groups of 10 or more) is due by Aug. 1. On-site registration will be \$50. A limited number of scholarships are available for parents.

To request details, register or inquire about continuing education credits,

contact the Learning Disabilities Association of Kentucky at (502) 473-1256; ldaofky@aol.com; or 2210 Goldsmith Lane #118, Louisville, KY 40218. Information and a registration form are also available online at www.ldaofky.org.

Speed Museum makes premiere exhibition accessible online

Even before a U.S. premiere of Impressionist art opens Nov. 6 at The Speed Museum in Louisville, teachers and students throughout the state can begin their study of the featured paintings and painters.

"Millet to Matisse: Nineteenth- and Twentieth-Century French Painting from Kelvingrove Art Gallery, Glasgow, Scotland," will include works from the Impressionist, Post-Impressionist and Modern periods by such masters as Monet, Renoir, Cassatt, Cézanne, van Gogh and Picasso. Already available online is a digital brochure (www.speedmuseum.org/brochure) that teachers and students can use in a number of ways:

- to view a different work of art each month;
- to focus closely on the paintings' details;
- to explore a timeline of events that happened throughout the world during the Impressionist period;
- to receive updates about the exhibition throughout the year.

In late May, The museum will post teacher curriculum guides related to the exhibition.

For more information about these and other instructional resources available through The Speed Museum, contact Martin Rollins at (502) 634-2715 or mrollins@speedmuseum.org.

To arrange for a group tour of the "Millet to Matisse" exhibition (Nov. 6, 2002, through Feb. 2, 2003), send e-mail to tours@speedmuseum.org or call (502) 634-2960.



Inside Kentucky Schools

A Kentucky Department of Education Production

30 minutes of news and features about education in Kentucky

Second and fourth Saturday of every month

- noon Eastern/11 a.m. Central on KET
- 5:30 p.m. Eastern/4:30 p.m. Central on KET2

Please check TV listings for air times on local cable stations

For program information, visit

www.kentuckyschools.org/comm/mediasvcs/

Learn how to teach with bluegrass music

The International Bluegrass Music Association invites elementary classroom and music teachers to a free workshop, "Teaching Core Content and Impacting Learner Motivation with Bluegrass Music," on Saturday, June 8.

The morning session (9 a.m. to noon) will take place in the Georgetown College student center. The afternoon session, from 1-5 p.m., will be at the Festival of the Bluegrass at the Kentucky Horse Park Campground in Lexington.

The workshop will provide sample lesson plans with arts and humanities core content correlation plus handouts, resource lists and these interactive presentations:

- Pre-Bluegrass Era: From the British Isles to the Appalachian Mountains (presented by John and Gilda Shortt, retired Owensboro and Daviess County teachers)
- Bluegrass Music Is Born: From Hillbilly to Urban (John and Gilda Shortt)
- Connecting With Learners: Let Bluegrass Build the Bridge (presented by Tom Kopp, Miami University, Ohio)
- Vocal Harmony Structure in Bluegrass Music and the Sound and Role of Bluegrass Instruments (presented by professional musicians at the festival)
- A Case Study of Bluegrass Music in the Schools

Teachers will have opportunities to learn a song on a bluegrass instrument and (for a \$12 fee) build a miniature washtub bass and a two-string banjo to take home.

Registered participants will receive a complimentary ticket to Saturday's events at the Festival of the Bluegrass and a professional development credit certificate upon completing the course. The event is free for teachers. Class size is limited to 50. Teachers are encouraged to bring a guest to the workshop, ideally a parent or a local musician interested in helping with a bluegrass program at school.

Teachers and guests will be invited to sit in on portions of a Bluegrass Music Camp at the Festival of the Bluegrass site earlier in the week, June 4-7.

For details, call Nancy Cardwell toll free at (888) GET-IBMA (438-4262) or send e-mail to nancyc@ibma.org. Information is also available online at www.ibma.org.

For Students

The Festival of the Bluegrass will conduct the Kentucky Bluegrass Music Camp June 4-7 for youngsters age 10-17. Participating students take their own acoustic instruments to camp and learn new skills from experienced bluegrass musicians. For information, contact Jean Cornett at (859) 846-4995 or jeancc@kyfestival.com.



Photo by Rick McComb

Good Job!

Taneisha Shirley, an entry-level primary student at Tompkinsville Elementary in Monroe County, gets positive feedback from teacher Debbie Rush. Taneisha had just finished writing a letter to a classmate who moved to another community. Kentucky has received national recognition for its approach to writing instruction and assessment. For one researcher's perspective, see Pages 8 and 9 in this issue.

Aug. 15-25

State Fair invites students to 'Land Odyssey'

This year's Kentucky State Fair Education Program exhibit, "This Land Is Our Land - 2002: A Land Odyssey," will explore the character of Kentucky's diverse landforms and resources. Exhibit concepts include how the land formed and evolved; how land resources have shaped economic, social and cultural values; the interrelationship between land and human settlement; changes in land use over time; and preservation of the land's biodiversity and character.

The exhibit will feature recreated geologic formations, hands-on discovery displays, interactive maps and models, demonstrations, and living landscapes. Students can explore the physiographic regions of the state and learn how to create habitats for biodiversity in their own back yards. Student art, writing and group projects will be on display throughout the exhibition.

Tours and Curriculum

Handouts for grade-specific, self-guided tours plus multidisciplinary curriculum materials are available in advance to teachers who book school group visits. Exhibition staff and volunteers will be on hand to work with students.

School groups must have advance reservations. A discounted admission of \$1 per person applies to all students, teachers and adult chaperones of school groups booked and confirmed in advance. Bus parking is \$3. Students may bring brown-bag lunches to eat in a reserved area.

To request a booking form, call (502) 367-5212 or send e-mail to alice.timberlake@mail.state.ky.us. The form will soon be available for download from www.kystatefair.org (click on "Educational Exhibit").

Projects and Opportunities

"This Land Is Our Land" offers a number of opportunities to school groups:

- Opportunities to present school projects (exhibits, Internet pages, writing, performance and visual arts, and other formats) to the fair's 600,000 visitors;
- Possible financial and technical assistance for making a project idea a reality;
- Service learning/student volunteer opportunities before, during and after the fair;
- A student art and essay contest sponsored by "The Courier-Journal" (entry deadline June 30);
- For teachers, opportunities to work on a book manuscript, join a student exchange program and implement new units based on core content.

For details, visit www.kystatefair.org on the Internet (click on "Educational Exhibit") or contact Stephanie Darst at 1809 Boone Trail, Louisville, KY 40245-4410; (502) 253-5665; stephanie.darst@mail.state.ky.us.

DeaFestival opens to the public on June 29

The Kentucky Commission on the Deaf and Hard of Hearing will present its fifth annual DeaFestival on June 29 at the Kentucky Horse Park in Lexington. The event is a blend of art and theater by and for the deaf and hard of hearing community.

DeaFestival-Kentucky offers local, national and international performances and visual artistry. Three performance stages (Spotlights, Culture and Traditions, and Children's Program) and a visual artist studio will be open from 10 a.m. to 6 p.m. All events will be accessible, with interpreting and captioning services provided at the performance tents.

For details and updates on plans for this event, plus information about related events scheduled for the day before and the day after, consult the Internet at www.deafestival.org or contact the commission office at (502) 573-2604 (V/TTY).



Talk to us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail kyteacher@kde.state.ky.us

Phone 502-564-3421 or 800-533-5372
(toll free in Kentucky)

Fax 502-564-6470

Write Kentucky Teacher
1914 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

Bulletin Board

By Joy Barr
Kentucky Department of Education

Focus on bugs at this workshop!

Kentucky K-12 science teachers are invited to learn more about insects and their relatives at the 2002 Identifying With Insects Workshop, scheduled for July 23-24 at the Maywoods Environmental Education Center near Berea. Participants at this University of Kentucky workshop will focus on insect identification and ecology. Materials based on Kentucky core content will emphasize using learning cycles to teach the life sciences.

Registration is limited to 35 participants. Lodging is available on site. To register, send e-mail to Blake Newton at blaken@uky.edu, or call him at (859) 257-5107.

Newspaper in Education sessions offered

The Lexington Herald-Leader's Newspaper in Education program is offering K-12 educators two three-hour summer workshops on how to use the newspaper to develop students' reading, writing and thinking skills.

The first hands-on, cross-curricular workshop, for elementary educators, is scheduled for Aug. 7. The second, for middle and high school educators, will be Aug. 8. Both workshops will start at 10 a.m. and end at 1 p.m. at the Lexington Herald-Leader office, 100 Midland Avenue.

Each free workshop is limited to 40 per workshop. Professional development credit is offered. Register by July 22 with Kriss Johnson, Herald-Leader Educational Outreach Manager, at (859) 231-3353 or kjohnson@herald-leader.com.

UK invites teachers to a workshop on light

The University of Kentucky Department of Physics and Astronomy invites science teachers of grades 4-8 to a workshop on light, June 25 and 26 on the UK campus.

Up to 25 participants will do activities they can take back to their classrooms, and each will receive materials worth about \$400. Participants may apply for school professional development funds or the state Teachers' Professional Growth Fund to cover the \$175 registration fee. Teachers who want the training but no materials may participate free of charge.

The registration deadline is June 7. To request information or a registration form, contact Cathy Hesseldenz at (859) 252-8131 or Catherine_Hesseldenz@hotmail.com, or visit the Internet at www.pa.uky.edu/~sciworks/June25.htm.

To apply for the Teachers' Professional Growth Fund before the workshop, visit www.kentuckyschools.org/oapd/curric/TPGF. Send questions to state science consultant Jackie Hensley at jhensley@kde.state.ky.us.

Two universities to host seminars on arts in education

The Kentucky Institute for Arts in Education offers two-week professional development seminars for teachers, school administrators, parents and others interested in promoting and implementing arts in education.

The institutes, sponsored by the Kentucky Center for the Arts and selected Kentucky universities, are scheduled at Murray State University (June 3-14) and the University of Louisville (June 10-21). Classes will involve participants in hands-on experiences with creative writing, dance, drama, music and visual arts.

Professional artists who have worked in educational settings will serve as faculty for the institutes. Speakers and consultants will provide information on local and regional cultural resources, curriculum development and integration of the arts as prescribed by Kentucky's education system. Daylong field trips are planned.

Information and registration forms are available online at www.kentuckycenter.org/education/kiae.asp or from Jeffrey Jamner at (502) 562-0703.

Personnel conference set for Sept. 18

The Kentucky Director of Personnel Conference will take place from 8 a.m. to 3:30 p.m. (EDT) on Sept. 18 at Embassy Suites Hotel in Lexington. The agenda will cover staff recruitment and retention, minority recruitment, the Future Educators of America program for students, scholastic audits and reviews, and other topics. Attorneys will present case studies of complex personnel issues.

The conference is open to anyone with an interest in school personnel issues. The sponsoring organization, the Kentucky Association of School Human Resource Managers, plans to mail conference information to school district superintendents and personnel directors in early July. For registration information, contact those people in your school district. Online registration will be available after July 8 at www.grrec.coop.k12.ky.us/.

For general information about the conference or the sponsoring organization, contact John F. Jones III at the Carroll County Board of Education, (502) 732-7070 or jjones@carroll.k12.ky.us.

Kentucky Teacher

News for the Nation's Most Innovative Educators

MAY 2002



Photo by Rick McComb

BOOKIN' IT – Billy Beaty, a senior at Wayne County High School, grabs a few minutes during the school day to read the novel “Shogun.” The district’s across-the-curriculum reading strategies are getting results. District leaders report that all high-schoolers – even the group known in education circles as “the reluctant male readers” – are reading and comprehending at higher levels. Beaty and some of his fellow students are achieving great things in the area of technology, too. See Page 11.

“I communicate with education leaders from other states almost daily. ... Many tell me they wish their states were as far along as Kentucky, that they had a framework as substantial as ours on which to build compliance with the No Child Left Behind Act.”

Education Commissioner Gene Wilhoit, on Kentucky’s “head start” in meeting new federal education mandates. See Page 2.

Non-Profit Organization
U.S. Postage
PAID
Winchester, Kentucky
Permit No. 7

Kentucky Teacher

In this issue...

- New education laws support state board goals 1
Kentucky ‘ahead of the curve’ on new federal law 2
Kentucky’s Class of 2014:
A Strong Start in Practical Living/Vocational
Studies 5
New to the ‘Net Lesson 2.8:
What does technology have to do with higher-
order thinking? 6
Clays Mill students look up to learn about art 7
Renowned researcher calls Kentucky’s writing
assessments ‘the best in the country’ 8
Mini-society boosts students’ learning
of economics 10
Some Wayne County grads add high-tech
credentials to diplomas 11

... **Plus more news and opportunities for teachers!**



Commissioner of Education Gene Wilhoit
Associate Commissioner for Communications Hunt Helm
Director Armando Arrastia
Division of Publications and Web Services
Editor Fran Salyers
Copy Writers Faun S. Fishback
Joy Barr
Photographer Rick McComb
Graphics and Design Susie Snodgrass, Manager

Bill Davis
Michael Gray
Brett Hurst

Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail kyteacher@kde.state.ky.us.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Alternate formats of this publication are available upon request.

Printed with state funds by the Winchester Sun, Winchester, Ky., on recycled paper

ISSN 1526-3584



Kentucky Department of Education Gene Wilhoit, Commissioner
Visit the Kentucky Department of Education's Web site: www.kentuckyschools.org